ACTION PLAN

TACTIC: Develop systems that build positive connections between students, staff, and community.

SPECIFIC RESULT: Facilitate interaction between students and community.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Hire community liaison position at CHS to connect school and community needs.				
2.	Require each mentor teacher to facilitate one service learning project each school year for each member in his/her mentor group.				
3.	Establish a program that recognizes students at graduation for completing 100 hours of community service.				
4.	Each department will utilize an outside speaker (or hands-on demo) at least one time per year.				
5.	Award classroom credit (grades) for community projects relevant to classroom curriculum.				

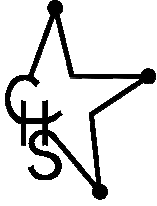## COST-BENEFIT ANALYSIS

TACTIC NUMBER 7

PLAN NUMBER: 1

TACTIC: Develop systems that build positive connections between students, staff, and community.

SPECIFIC RESULT: Facilitate interaction between students and community.

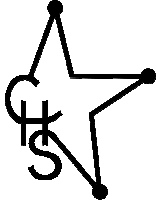|	
Tangible: • *$50,000 Community Liaison Position* *Intangible:* • *Sponsorship/donation of medallions for recognition of community service program at graduation* • *Donation of time and expertise for speakers in classroom*	*Tangible* • *Utilization of more community resources* *Intangible:* • *One advocate for all student/teacher programs* • *One person to interface with all business and non-profits in Coppell* • *One go-to person for all community activities and special projects* • *One liaison responsible for keeping the connection between the campus and the city strong* • *Bringing in speakers provides examples of how material they are learning is utilized outside of the classroom* • *Students contributing to the community benefits the community, as well as build self-esteem and create stronger young adults who will grow up and continue to contribute to society*

ACTION PLAN

TACTIC: **Develop systems that build positive connections between students, staff, and community.**

SPECIFIC RESULT: Establish mentor and advisory programs that utilize staff, students, and community members.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Implement a program for transition to 9th grade that includes taking a panel of students during spring of the 8th grade year to middle schools to dialogue about what to expect as they transition.				
2.	Implement a program that establishes student mentors within each SLC. (see plan #4)				
3.	Create connecting opportunities for students through leadership electives which allows students to enhance and reinforce skills learned in Teen Leadership.				
4.	Highlight clubs and organizations during a mandatory Fish Camp in EXPO format with a relaxed social atmosphere.				
5.	Hold pep rally first day of school for 9th grade students to start school year off right and introduce school leadership such as principal, student council, spirit leaders.				
6.	Utilize entertaining video to introduce Administrators and highlight school resources such as portal, Blackboard, computer lab use.				
7.	Create a "welcome" group/club to assist students new to the district acclimate to CHS.				
8.	Create a "welcome" group through PTSO to help families/parents new to the district acclimate to CHS and the community.				
9.	Establish student-faculty mentor group.				
10.	Develop flexible curriculum for mentor group that allows for teacher creativity and discretion.				

11.	Incorporate mentor groups into schedule each modular cycle for 30 minutes.				
12.	Faculty mentors retain students in mentor groups throughout the four years of high school.				
13.	Establish mentoring as an evaluation component for accountability purposes.				
14.	Require training for teachers on effective mentoring strategies.				
15.	Require teacher mentors to communicate with parents three separate times through the year regarding issues such as attitude, successes and other issues.				
16.	Review mentor system annual and make adjustments accordingly.				

(Shaded areas for administration use in implementation phase)

COST-BENEFIT ANALYSIS

TACTIC NUMBER: 7

PLAN NUMBER: 2

TACTIC: Develop systems that build positive connections between students, staff, and community.

SPECIFIC RESULT: Establish mentor and advisory programs that utilize staff, students, and community members.

Tangible: • *Bus transportation to take panel to 8th grade campuses - $100* • *One personnel unit for leadership electives - $50,000* • *Outsourcing for incentives for teachers to participate in Fish Camp Expo before contract begins* *Intangible:* • *Teachers' time to participate in Club Expo at Fish Camp* • *Time to develop video*	*Tangible:* *Intangible:* • *Students are able to assist and relate to other students to help guide them through the High School years* • *Establish one adult at CHS that will take an interest in providing guidance and direction throughout their high school years and provide assistance when needed.*
Tangible: *Purchase flexible curriculum for mentors - $200 total* *Intangible:* • *Development of curriculum* • *Establish community contacts for mentor training*	*Tangible:* *Intangible:* • *Smoother transition to high school* • *New freshmen class will have students to identify and recognize as they enter HS* • *Upcoming freshmen will have answers and fears addressed by upperclassmen* • *Students will have one significant adult in their*

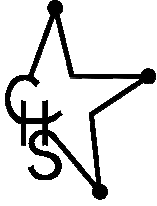|	
	lives with whom they connect to assist them as they maneuver through school and lives • *Create connecting opportunities for students through leadership electives* *(see connection skills attached)* *Intangible (continued):* • *Create interest and inform students of opportunities to become involved at CHS* • *Allow freshmen students time to meet and provide opportunity to gain familiarity in a less intimidating and "fun" atmosphere* • *Set school climate for school spirit from beginning; start year upbeat and positive* • *Gives leadership positions visibility as resources for students* • *Outreach for new families to assist in acclimating to the community and connect with someone in the CHS family* *Connection skills gained through leadership electives:* • *Collaborating with peers and teachers to contribute to CHS, the community, and the world through opportunities to serve* • *Developing communication skills* • *Open communication with peers and teachers regarding issues that face our teenagers today* *All curriculum units will assist students in making better connections with others (attitude, self-concept, public-speaking, service learning, 8 cues of communication, values/standards /principles, choices have consequences, peer pressure, paradigm shift, etc.)*
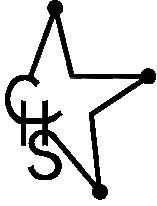
ACTION PLAN

TACTIC: **Develop systems that build positive connections between students, staff, and community.**

SPECIFIC RESULT: Create a comprehensive intramural/extra-curricular program to provide student participation, interaction with peers, and opportunities for life long passion.

#	*ACTION STEP (Number each one)*	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish relationships with community sponsors to create new clubs at CHS.				
2.	Create incentives for teachers to sponsor clubs (i.e stipends, flex hours, donated gift certificates ….).				
3.	Create spirit leaders consisting of 9th grade students from each middle school who work together to create spirit for the freshman class.				
4.	Elect spirit leaders at the end of the 8th grade year. These leaders will play a major leadership role in Fish Camp activities, as they will have worked closely with the Silver Spurs and cheerleaders to prepare for spirit activities at CHS (for implementation during the 07-08 school year, elect the spirit leaders within the first two weeks of school).				
5.	Highlight "club of the week" through entertaining KCBY segments.				
6.	Survey students to determine level of interest and activities of interest in intramural sports.				
7.	Determine appropriate fee structure to participate in intramurals that will cover expenses for sponsorships and facility fees.				
8.	Incorporate community resources for space availability for intramural program.				

9.	Appoint a director of intramurals to facilitate administrative needs.				
10.	Investigate liability and legal issues involved with intramural programs within school districts.				
11.	Research, develop, and implement intramural program.				

COST-BENEFIT ANALYSIS
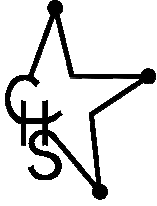
TACTIC: Develop systems that build positive connections between students, staff, and community.

SPECIFIC RESULT: Create a comprehensive intramural/extra-curricular program to provide student participation, interaction with peers, and opportunities for life long passion.

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Tangible: *Funding of incentives for club sponsors*	*Tangible*
Intangible: • *Time for community liaison to develop relationships* • *KCBY time for "Club of Week"* • *Time to survey students*	*Intangible:* • *Greater involvement in school activities* • *Greater teacher participation in school activities* • *Increase in school spirit* • *More students are able to play sports for enjoyment* • *More community involvement in CHS* • *Greater numbers of students and teachers developing relationships outside of the classroom* • *Aid in the overall wellness of students*

ACTION PLAN

TACTIC: Develop systems that build positive connections between students, staff, and community.

SPECIFIC RESULT: Establish thematic Small learning Communities for students in grades 9-12.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish academically diverse groups made of students in 9th – 12th grades, divided evenly and alphabetically by last name.				
2.	Staff each house with a counselor, an assistant principal and a secretary.				
3.	Create a leadership course consisting of student council members from each SLC, class representatives from each SLC, and school-wide student council members.				
4.	Limit the number of students in each SLC to no more than 400 students.				
5.	Organize teambuilding activities for students within SLCs and between SLCs through fun spirit activities and competition.				
6.	Apply for grants to assist with costs for SLC's.				
7.	Ensure teachers have sufficient time to meet, plan, and pursue dialogue about instructional improvement, student progress, and SLC data (i.e. test scores and ways to collaborate to meet student needs).				
8.	Allow each SLC to have influence over use of time, staff, space, budget, and schedule.				
9.	Ensure data is provided to SLCs in order to make data driven decisions for their team's needs to create programming decisions.				
10.	CHS Leadership Team (administrators and counselors) will meet regularly across the SLCs to ensure communication and consistency throughout school and SLCs.				
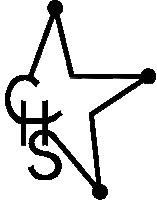
COST-BENEFIT ANALYSIS

TACTIC NUMBER: 7

PLAN NUMBER: 4

TACTIC: Develop systems that build positive connections between students, staff, and community.

SPECIFIC RESULT: Establish thematic Small Learning Communities for students in grades 9-12.

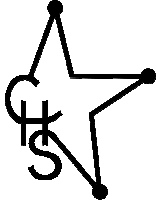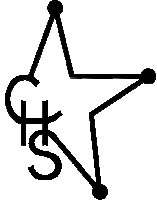|	
Tangible: • *Two support staff positions – approximately $30,000 each* *(based on 6 SLCs post academy)* • *Staff to change class sizes to 23* • *$50 for each team for team building exercises (6 X $50 - $300)*	*Tangible* • *Higher scores* • *Grant money to support transition for SLCs* • *Greater learning in classrooms* • *Increase in ADA from greater accountability of attendance*
Intangible: • *Time to apply for grants* • *Scheduling time worked into master schedule to accommodate team planning* • *Time to collect and disseminate data*	*Intangible:* • *More personalized education* • *Greater opportunities for students to learn and succeed in smaller "high schools"* • *More faculty support for each student* • *Increase staff collaboration for instruction and student support* • *Develops student leaders* • *Gives students a voice* • *Greater opportunity for student/teacher connections*

ACTION PLAN

TACTIC: **Develop systems that build positive connections between students, staff, and community.**

SPECIFIC RESULT: Create positive teaching experiences for teachers in which connections are being made with each other and students.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Research and implement other districts' practices that empower/inspire teachers and improve morale.				
2.	Establish common planning times and locations for teachers by discipline. (i.e. team offices).				
3.	Survey staff to determine which practices do not contribute to a positive teaching experience and need to be eliminated.				
4.	Create more opportunities for staff social functions outside of school (e.g., Teacher Olympics).				
5.	Incorporate more hands-on team building activities throughout the school year and across the disciplines.				
6.	Have teachers wear name tags daily.				
7.	Publicize and solicit discounts from local restaurants and businesses for CHS employees.				

COST-BENEFIT ANALYSIS

TACTIC NUMBER: 7

PLAN NUMBER: 5

TACTIC: Develop systems that build positive connections between students, staff, and the community.

SPECIFIC RESULT: Create positive teaching experiences for teachers in which connections are being made with each other and students.

Tangible:
- *Teacher Olympics $500*
- *Travel money to research model schools*
- *Social functions*
  Holiday Party (????)
  Spring Casino Party (???)
  Faculty Family Movie Night (3 X $100 for drinks and popcorn - $300)
- *Staff Development for Team Building*
- *Cost of name tags for faculty*
- *Space and furniture for teacher work space (may not be necessary after Academy opens)*

Intangible:

- *Time for research*
- *Time for survey*
- *Time for planning and implementing Teacher Olympics*
- *Collection of donations for Olympics (prizes)*

Tangible

- *Reduction in faculty turnover, thereby reducing recruitment/training costs*
- *Potential cost savings from eliminated programs*

Intangible:

- *A place in which teachers collaborate and work together will strengthen the lessons taught in the classroom*
- *Teachers that feel heard and empowered*
- *Teachers that feel connected to one another in a thriving academic environment*
- *Connections with other teachers help teachers learn more about their students and the school's resources*
- *Stronger ownership in teaching commitment*
- *Heightened feeling of "belonging".*
- *Students benefit from a better-informed teaching staff*
- *Concerns can be quickly addressed, and positive experiences can be shared to be replicated*
- *If the faculty sees that RESULTS come from their input, they'll feel they have a voice and that their input matters*
- *Improved morale*
- *Nametags allow students and other teachers to recognize faculty*